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ABSTRACT

Parental involvement in migrant education is now being mandated across the country. Parental involvement in bilingual/bicultural day care is just as, if not more, important than involvement at the public school level. This study was conducted to test whether or not parental involvement could become an active component in a bilingual/bicultural day care center. Many studies on the pros and cons of parental involvement in education were reviewed. Data were gathered with a questionnnaire administered before and after establishment of a comprehensive program of parental involvement at the Mabton, Washington, Migrant Day Care Center. This program consisted of home visits, a Parent Advisory Council, a newsletter, fundraising, and social events. Of 50 sets of Mexican-American and Mexican parents, approximately 80 percent returned the questionnaires. Results showed positive increments in both attitude toward bilingual/bicultural education and parental involvement, particularly for fathers. It was concluded that parental involvement in bilingual/bicultural day care can be developed. Appendices include the parent questionnaire and parent newsletter, both in English and Spanish. (Author/CB)

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A MODEL PARENTAL INVOLVEMENT PROGRAM FOR BILINGUAL/BICULTURAL DEVELOPMENTAL DAY CARE

By

Marcia Freedman de Avila

A Master's Special Project submitted in partial fulfillment of the requirements for the degree of

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Chairperson: Ann Sherrill Richarz

ABSTRACT

Parental involvement in Migrant Education is now being mandated across the country. Parental involvement in bilingual/bicultural day care is just, if not more, important. This study was conducted to test whether or not parental involvement could become an active component in a bilingual/bicultural day care center.

The study consisted of two administrations of a questionnaire before and after a comprehensive program of parental involvement was established at the Mabton Migrant Day Care Center in Mabton, Washington. The parental involvement program consisted of home visits, a Parent Advisory Council, a newsletter, fund raising and social events.

The study was conducted to determine if parental attitude about bilingual/bicultural education would become more positive and if parental involvement, particularly fathers, would increase due to the established program. The results of this study show that parental involvement in bilingual/bicultural day care is possible and can be developed.

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CHAPTER 1

Introduction

Parents are their children's first teachers (Curry & Rood, 1971; Picharts & Fargo, 1971) but many parents by necesity or choice enroll their preschoolers in day care programs. At this point, parental responsibility and out-of-home programs often overlap in the development and education of the children. The National Migrant Education Program maintains that parents and educational systems need to work together to develop and continue a home-school communication and coordination system "to improve the effectiveness of migrant programs and the process of parental reinforcement of student efforts." (Office of the Superintendent of Public Instruction, 1975, p. 5c-1).

Parents know their children better than anyone else and therefore know their children's needs and how they should grow and learn. Parent involvement in out-of-home programs is important since it is their own children who are affected by the educational program. (Curry & Rood, 1971). Children can learn and function better in the home and school if both systems work together. (Picharts & Fargo, 1971). Neither parents nor teachers should be expected to assume total responsibility for the day care program but should be able to cooperate in planning and implementing the activities and routines in order to achieve a more effective environment for children.

Several handbooks dealing with parental involvement in day care have been published (Texas Education Agency, 1974; Pavloff & Wilson, 1972; Curry & Rood, 1971). All are instructional, in manner, to staff and parents. They contain the steps towards achieving a total parental involvement program and offer hints as to how to develop the program. However, none of the handbooks cite actual programs with documentation to show proof of either success or failure of having parents actively involved in their children's educational day care program.

Every school district and day care program in the State of Washington (and other states as well) that receive Migrant Education funds must have incorporated into their program a parental involvement component. None of these programs has published documentation to show either success or failure. It appears that much more information is needed on the benefits of involving parents in the operation of their children's day care program.

It is the intent of this study to actualize specific documentation of an on-going, progressive parental involvement component.

Wiener & Blumberg (1973), Medinnus, DeVlassie, and Stevens (1974) and the Healdsburg Union Elementary School District (1975) developed questionnaires to evaluate parental attitudes towards parent-school communications, bilingualism, child's feelings of self worth and

cultural awareness, and quality of education. However, these questionnaires lean heavily toward school attitudes rather than parental attitudes toward availability of opportunity and interest in involvement of parents. The questionnaire developed by Medinnus et al. (1974) contains ten questions out of a total 53 which deal with parental involvements. No other instruments were found that assess parental interest or involvement. A questionnaire which deals strictly with parental attitudes and/or involvement was developed and incorporated into this study as part of establishing the documentation of an effective, on-going parental involvement component.

Parental involvement is especially important in bilingual/bicultural education. Parental input helps to maintain a true bilingual/bicultural environment. A bilingual program without parental involvement can be established to educate the children in both languages. But the two languages used would most likely be the formal languages without any incorporation of the regional dialects. Through the involvement and assistance of the parents, the educational program could be able to incorporate and utilize the child's home language in the classroom. By doing this, the program would become adapted to the specific language needs of the child and would also maintain a positive environment of language acceptance and language learning.

In the same manner, it is necessary to seek parental involvement in the bicultural component. Program developers should be realistic that the cultural aspect of a child's development starts and is maintained in the home. If a bicultural program is truly going to reinforce a child's cultural needs, then it is a logical assumption that the parents, as the child's first and most important teachers, by necesity, should be considered as on-going program consultants.

In such states as Texas, California, New Mexico, and Michigan where there is a large Chicano and/or migrant farm worker population, parental involvement has become a vital component of the educational systems (John & Horner, 1971). The present study also involved a bilingual/bicultural group and the author recognized the need to systematically assess the participation, interest, and contributions of the parents of the children in the day care program.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Parental involvement has been recognized as an important component of any educational program. It is difficult to establish parental involvement in out-of-home programs for children of migrant farm workers since the families are a transient population. A migrant child is defined as a child who crosses school district lines with parents who are seeking employment in agriculture, fishing or related food processing activities. There are three recognized categories of migrant children: (a) interstate - one who has crossed state boundaries within the past year, (b) intrastate - one who has crossed school district lines within a state within the past year, and (c) formerly migrant - a child whose family has not migrated, either interstate or intrastate within the last five years. Formerly migrant families are also known as "settled-out." (New York State Department of Education, 1971).

In Washington State, Chicanos are the largest minority of migrant farm workers, some traveling from as far away as Texas and Mexico in order to harvest the crops in this area. Education for the Chicano child must, by necesity, be different than the education designed for the Anglo child. The Chicano needs a program using Spanish as the basic language of teaching and English as a second language. The educational program should incorporate the child's

culture, heritage, and history (Nava, 1970). Ortego (1972) concurs, adding that the second language should be introduced in regular doses, gradually becoming larger until such time as the two languages can be used equally. He stresses that a bilingual program must also be a bicultural program. If the child's culture and history are not incorporated into the program, then the only educational purpose of the program is to prepare the child for the English curriculum used in the elementary school system.

The great push for bilingual education grew to a level of national impact in the sixties. In 1968, the Bilingual American Education Act became an amendment known as Title VII of the Elementary and Secondary Education Act of 1965. Title VII was developed to meet the needs of non-English speaking or bilingual children ages three to eighteen (John & Horner, 1971). The major push for bilingual education comes from Spanish speaking and Indian language groups. Language minority groups in America are using political strength to fight for bilingual education.

John and Horner (1971) contend that there are also psychological and educational concerns as well in that children can learn better if the lessons are taught in their native language. They support this theory by emphasizing that the basic process of learning is more important than the information gathered in terms of long range education. The process should be learned early in the educational experience.

When the school treats the child's home language as inferior, the child soon becomes frustrated and confused. This often occurs even today. The child may begin to question both his family and his teachers. This can create a serious conflict between school and home. Another serious repercussion that often happens is that the child never fully develops his home language nor completely learns English thereby being handicapped in both languages. John and Horner are convinced that this child is less prepared for society and his role in society than most unprepared monolingual.

Bilingualism has been defined differently by many different researchers. John and Horner, after much research, decided to use two working definitions. The definition for "bilingual" is that of Brooks (1964): "An individual who habitually uses two languages." (p. 167). The second definition John and Horner adopt is a definition of "bilingual education" devised by Gaarder (1967): "The concurrent use of two languages as media of instruction for a child in a given school in any or all of the school curriculum except the actual study of the languages themselves." (p. 167).

Title I and Title I Migrant, also sections of the Elementary and Secondary Education Act, 1965, contain regulations which state that parent advisory councils must be incorporated into every educational program or district receiving such funds. Grotberg (1972) feels that middle class parents should take note of the Title I (compensatory education programs for low-income children) regulations

whereby low-income families must be involved in decision-making processes and speak up for their own involvement in such a program. These parent councils can be advisory in nature only but nevertheless give the parents an avenue for voicing their opinions and desires.

Grotberg cites a Head Start study completed by Kirchner Associates in 1970 as support to the idea that parental involvement in Head Start leads to involvement in other institutions. Institutional changes were studied in 58 Head Start communities. Although the number of institutional changes varied from 14 to 40 in the communities, there were no isolated cases of change and all changes were consistent with Head Start goals and philosophy. It is Grotberg's contention that if Head Start parental involvement can create such change, then parental involvement in other programs must prove successful also.

Head Start, originated in the Office of Economic Opportunity, cites as its main goal the growth of both parents and children. A parental involvement workbook published by Head Start (U.S. Department of Health, Education and Welfare, 1969) offers a detailed outline for parent participation with a "how" and "why" section for each area discussed. The three areas discussed are: (a) recruitment, (b) participation, and (c) involvement.

In the section which deals with recruitment, suggestions are offered to staff for ways to recruit families, i.e. telephone

contacts, door-to-door visits, posters, and flyers. A major goal is to encourage parent participation.

The participation section instructs staff on how to develop parental participation both formally and informally. Informal participation helps parents to get to know staff and other parents and to learn more about the program they are involved in. Formal participation adds a depth of responsibility and leadership skills.

Under the label of involvement, staff can assist parents to function independently, to develop a more positive self-esteem, and to understand how organizations work.

Pavloff and Wilson (1972) have used the Head Start parental involvement component as the base for their presentation. They state that parental involvement can help teach parents how children learn and how the parents can aid in that process. Teachers and parents will be brought together so that they can work as a team for the benefit of the children. Parents, as the home environment experts, and teachers, as the school environment experts, can pool their expertise. The authors even suggest that as parents take an active role in the decision-making arm of the day care center, they may also work together on other community issues.

Gordon (1968) also suggests that parents and school should work together. He states that the family is the key factor in the

learning and developmental process of a child. He speaks of the "disadvantaged" (low income) home as a very lacking atmosphere for a child. When Gordon talks of atmosphere, he means the home educational environment where the child has a quiet study area, resource materials, writing tools, proper lighting and parental assistance. Many researchers in the field push for just such a middle-class home atmosphere in a "disadvantaged" home.

The majority of migrant children live in housing which consists of two, three, or four rooms. One room is the kitchen and the other two rooms are bedrooms. In some cases, the kitchen doubles as a sleeping area. This leaves no space to be utilized as a quiet study area. The only furniture available for writing is the kitchen table which serves many purposes. It is used to prepare food, eat meals, for serving, writing, playing, repair work and often as a changing table for infant needs. Many migrant families cannot afford proper lighting, references such as dictionaries or encyclopedias and writing materials. Transient migrant families are able to pack and carry with them only the necessary items needed for daily survival. They do not have room to carry educational materials as well. Migrant parents cannot always offer assistance to the child because of lack of education or time.

Another definite problem is that this educational model ignores any positive family strengths or cultural aspects of the low income home. When any positive aspects of the family or home

are ignored, parental involvement is held to a minimum.

There are differing views from researchers and so-called experts of parental involvement or participation. One view of participation sees the parent watching from an uninvolved position to observe the professionals in the school setting. A second view sees the parent as a teacher but a teacher according to the school model which usually means changing the parents into something the school model needs or wants.

A third view is that of direct, active parent involvement in the educational program. It seems, Gordon contends, that in any of these different models of parent participation, especially the last, the goal is change - of the parent and of the child. This change, he continues is equal to patronization. Parents and professionals do not agree on methods used to attain "Education." The question of who is right is still unanswered.

Gordon offers another model for parental participation. This model calls for elected school boards and parental involvement in the decision-making process. He applys the self-fulfilling prophesy to parental involvement. When it is assumed that parents will take an active role, they will.

Professionals often do not want to give any power to parents. They assume parents are not intelligent or capable enough to share decisions. The term compensatory education suggests an

educational deficit which many professionals assume is a home-centered problem. Parental involvement must be a partnership utilizing the concerns, knowledge and make up of the parents and the professional talents of the school staff.

Gordon also maintains that one reason for the conflict between parents and professionals is clarification. There has been no clarification of roles. The parents do not, as the schools believe, see themselves as either clients or intruders. They see themselves as participants.

The Texas Education Agency produced a Handbook for a Parent-School-Community Involvement Program (1974) for migrant preschool programs. In this handbook, parental involvement in every possible area of preschool education is delineated. The TEA has designed their parental involvement program as a partnership among parents, school and community. TEA maintains that parents are concerned with their children's welfare and can take a more active role in the educational process if (a) they understand what the school is doing and are in agreement, (b) are encouraged by school staff to work actively along with administration for school improvement, and (c) are actively involved in their children's educational activities.

Croteberg (1972) maintains that parental involvement is and will remain controversial for some time. She states that there are arguments for and against parental involvement: The three arguments for are:

1. Parents should provide the greater part of their children's education.

2. Research evidence tends to support this view.

3. Federal legislation makes parental involvement mandatory for many educational programs.

The arguments against parental involvement are:

1. Parents are failures, perpetuate poverty syndromes or are ill equipped to raise and educate their children.

2. Traditional attitudes tend to support this view.

Grotberg studied five institutional models of early childhood education to see how each developed in the areas of (a) philosophy and curriculum for the total child and (b) parental involvement. The area of programatic development is extremely important but due to the nature of the topic of this paper, the area of parental involvement will be the sole area reviewed and discussed here.

The school model, where the state department of education holds the responsibility for early childhood education, uses the parents only as a liaison between school and community. Parents are involved on local committees whose function is to help the community to accept the educational model favorably.

The coordination child development model works with coordinating existing programs and developing new programs in a specific regional area. No parental involvement is mentioned in this model.

The advocacy model would establish a national advisory council on children which would organize operations for state and local levels. This model does not actually entail any parental involvement and raises the question of parental rights versus state rights. There are no stipulations concerning how parents seek out or refuse advocacy.

The Kibbutz model raises the same question. Under this model, the collective controls the decisions on education and all aspects of childhood development. Individualism is rejected in favor or group identity and family ties are rejected in favor of group attachment.

The business model is structured so that various business firms provide educational services to programs in a number of communities in a given state. These services include readiness and skill performance, complete curriculum packets, day care center services and diagnostic evaluation. This model does not incorporate any parental involvement.

Grotberg's position is that moral and research reasoning supports the necessity for parental involvement. Parents must have a part in the decisions affecting their children and their role of influence in early development is vital and should be recognized as such. Research, especially in the areas of minority, ethnic and socioeconomic groups supports this position and also points to the fact that parents, when trained, can be as successful in the area

of educational development as professionals.

In the programs where there is a parental involvement component, the mother is usually the only family member who takes an active role. Preschool educational programs have been too narrow in their view of parental involvement. Parents usually have not gone past the PTA syndrome (Council for Exceptional Children, 1969). Mothers are not the only family members who should be expected or asked to participate. Children need experiences with men and boys also. The Family Involvement Communication System (Dobson & Shelton, 1972) also involves the entire family, not just the parents. The FICS program attempts to ensure that there is "family input" not just "output to the family." The focus of the FICS program is on low income family involvement and communication. O'Farrell (1970) contends that total family involvement is possible but that parents will not participate unless they feel their contributions are necessary and they feel an important part of the program.

Suggestions for better parental involvement are actually suggestions for better communication lines. Honig (1975) tells parental involvement workers to think of parents as experts and act accordingly. Ask the parent's advice and show respect when given. One important factor is awareness. Be aware of a parent's hesitations, fears, social assertiveness. A parent may be too

hesitant to ever come to a group meeting but may welcome the staff member into the home for very communicative sessions.

Trust, maintains Honig, is the key factor between parent and parent involver. Trust is built slowly and must be done sincerely. Home visits should not be rushed and the visitor should express interest and be supportive of the parent.

Bove (1975), Curry & Rood (1971) and Baruch (1939) say that there are various forms of parental participation such as participation in the decision-making process, classroom work, parent-developed parent activities and home educational activities.

Pavloff and Wilson (1972) state that parents are interested in their children's education but not often disillusioned by the methods used by the schools. They continually stress the importance of parental involvement while rejecting such problem areas as poorly planned meetings, badly scheduled home visits and projects not controlled by parents and staff jointly but by staff alone. Wright (1969) concurs, emphasizing that the advisory committee can take part in any organizational and structural facet of the center or school. They can deal with staffing, curriculum, guidance, discipline and equipment. The committee is able to review policies, offer suggestions and act as a liaison between the school and the parents. Mattera (1974) and Costello and Binstock (1970) state that parental involvement in the form of advisory councils can be extremely beneficial to any program through assistance in program planning, implementation, and evaluation.

The Bloomingdale Family Program in New York City has a very interesting and viable advisory committee system (Auerlach & Roche, 1971). The entire board is composed of parents. Fourteen of the nineteen teachers are parents. The center is designed so that the children can go to the nursery rooms while the parents can stay at the center in another area called the "family room." The parent board is responsible for every facet of the center including staff. They have hired two directors, one to work with curriculum and one to work in the field of parental involvement.

Home visits and house meetings are another avenue for parental involvement. A report by the Board of Education of the City of New York (Hefferman & Todd, 1969) discusses parent education. In the report, the method proposed is the parent discussion group where some parents (up to 15) gather in an informal situation. The topics of discussion are not preplanned but usually center around the children, their educational needs, child rearing and parent/child/school/peer relationships. These group meetings would be more effective if held away from the school, preferably in the home of a parent (Pavloff & Wilson, 1972). Smitter (1950) agrees that group discussions help parents gather information and learn how to apply it as well as attain greater security. The parents can learn from each other and from teachers if there are teacher-parent discussions. In this way also, parents will be able to see that

there are other parents who must deal with the same problems and can exchange ideas (Wright, 1969).

The above research has proven that the field of parental involvement contains some excellent handbooks and directive guides for establishing parental involvement components and training parental involvement staff. The author's review of the literature has not revealed any significant documentation as to the explicit factors resulting in the success or failure of any parental involvement programs. Therefore, this raises the question of the effectiveness of the present publications in the field since no process of evaluation has been established. This is but one problem that, inthis author's opinion, should be addressed and has been addressed in the present study although not as a main focus.

It was the purpose of this study to bridge the gap between the school and the home bilingual/bicultural developmental operational parental involvement component for an exciting migrant day care center. This study helped to determine if a parental involvement program can be established and evaluated to show through proper documentation the success or failure of such a program.

The following questions were asked: Will some parental involvement be evidenced because of an organized parental involvement program? Will there be a more positive attitude toward bilingual/bicultural education? Will more participation by fathers be developed?

CHAPTER 3

METHODS

Population and Sample Size

The population sample was drawn from the Mabton Migrant Day Care Center located in Mabton, Washington. The center is funded by Title I Migrant Education through the Office of the Washington State Superintendent of Public Instruction and the Department of Social and Health Services Title XX funds. Migrant Education requires that parents of eligible children be working as migrant farm workers who cross school district lines for employment. The Department of Social and Health Services eligibility requirements state that parents must be employed in agriculture and maintain a family income below DSHS income guideline levels. (See Table 1.)

Fifty sets of parents were chosen at random from the day care center files. The mean family income is $3089.18. All the subjects, with two exceptions were Chicanos, (Americans of Mexican descent) or Mexicans. The age range of the children served by the day care center is one month to five years, eleven months. The age range and mean age of the sample parent population are 21-65 and 33.8 respectively for fathers and 16-61 and 30.9 respectively for mothers.

Family size ranges from 2-12 with an average family size of 5.52. Of the fifty families involved in the study, nineteen are

TABLE 1

Department of Social & Health Services Family Income *(per month)

Family Size

1	2	3	4	5	6	7	8	9	10
$213	$278	$344	$409	$475	$540	$552	$565	$577	$589

Note: * Eligibility standards for migrant day care admittance.

TABLE 1

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classified as intra-state migrant farm workers and thirty-one are classified as inter-state migrant farm workers. Twenty-three of the thirty-one inter-state migrants have their home base in the Rio Grande Valley of Texas.

Data Collection and Instrumentation

The testing instrument used for this study was a needs assessment and attitude survey questionnaire. As stated in Chapter II, all questionnaires in the field of parental involvement that were reviewed, although close to what this study needed, were not suitable and would have required many alterations. Therefore, the author devised her own questionnaire which should be considered a pilot instrument without previous validation. The questionnaire was first tested for clarity and procedure using the Sunnyside, Washington Head Start parent group as the population since this group matched the study sample population in characteristics. (Migrant parents, income levels, and largely Chicano). As a result of this test administration, revisions were made in the questionnaire.

The revised questionnaire was administered to the sample parents twice. Both times it was distributed to mothers and fathers. The questionnaires were all hand delivered to the parents and either picked up again at the homes or sent into the center upon completion. When delivered, the research workers carried an identification cared signed by Candeario F. Huerta,Jr., Director of the Mabton Migrant Day

Care Center and explaining that the study was being administered with the permission of the director. (See appendix 2).

The questionnaire was printed in both English and Spanish. David Rodgers, graduate student in Spanish at Washington State University and a native of Mexico translated the questionnaire into Spanish to ensure that the meaning of the original statement had not been altered.

The questionnaire consisted of thirty-two statements and used a Likert-type response. All but four had the following choice of answers: (a) Stronly agree, (b) Agree, (c) Undecided, (d) Strongly disagree. The remaining four statements are given this choice of answers: (s) Always, (b) Often, (c) Sometimes, (d) Seldom, (e) Never. The questionnaire was comprised of statements such as:

I am an important part of my child's (children's)education.

The center provides a warm positive environment for my child (children) where his/her basic needs are met.

I feel comfortable visiting my child's (children's) school. (See appendix 1 for complete questionnaire.)

The first questionnaire was administered to determine the parent's attitudes about bilingual education, parent-staff relationships, home educational activities and parental participation. After a four month period during which a parental involvement program was established, the questionnaire was again administered to the same

parents to determine 1) if their involvement had increased due to the program developed, 2) if there was more parental participation with the children at home and 3) if parents have a more positive attitude toward bilingual education.

Program

The program of parental involvement established at the Mabton Migrant Day Care Center is composed of four segments.

1. Parent Advisory Council.

Parent Advisory Councils (PAC) are an intricate part of all Migrant Education Programs. The Preliminary Guidelines for Bilingual/Bicultural Education for the State of Washington (Crosbie, 1975) and the Washington State Program for Migrant Children's Education, (1975, Washington Office of the State Superintendent of Public Instruction) both state that a parent advisory council must be a component of an migrant or bilingual/bicultural educational program. Under Migrant Education guidelines, the parents must approve and cosign the proposal for funding if the educational program is to receive funding. The guidelines have also been structured to guarantee that the parents would be kept informed, at the least, and an integral part, at the most, of all facets of the program.

The PAC for the Mabton Center had been formed in October, 1975 but the records of the period of October, 1975-February, 1976 show that the PAC board was comprised of parents and staff, no by-laws were

written, and the minutes were written only in English. As a vital part of this research study, an attempt was made to again inform all parents of the formation of the Parent Advisory Council. The PAC was reorganized with new officers, bilingual meetings, minutes and notices in both Spanish and English, less staff involvement, and more fund-raising/ social events.

2. Parental Meetings.

Under the general heading of parental meetings, there are two subsections:

a. Home visits

This proved to be an integral part of the program. Through home visits the parental involvement staff was able to observe the student's home environment. This information can help the teacher understand the child and the family better (Dobson & Shelton, 1972). Home visits have also proven important as an avenue of communication between the parental involvement on the parent's part.

b. Parental fund raising events

The parents at the day care center are currently working to raise funds to buy a new bus. Since the reorganization of the PAC, the parents have monthly bingo games, and the parents and staff worked jointly on a Cinco de Mayo (May 5th) fiesta where the children were the performers.

3. Newsletter

A newsletter is an important component of parental involvement since it is the best method of getting information to the parents. A monthly bilingual newsletter was sent to the parents. Although the parents have not taken an active part in writing the newsletter, they did choose the name, "Las Nuevas del Centro" ("News from the Center").

4. Home Education Activities

Early intervention is essential for low-income, low-educational families and one way is to enter the home and develop a program of home educational intervention (Karnes, Studley, Wright & Hodgins, 1968).

Through a process of group meetings and home visits where the mother-child interaction was observed, Karnes and associates trained thirty mothers to work more effectively with their children in the home. Scores on the Stanford-Binet Intelligence Scale, form L-M and the Illinois Test of Psycholinguistic Abilities pre and post tests show a marked improvement for the experimental group after the intervention period. Karnes et al. states that the results suggest it is possible to train mothers to work with their children.

Mary Baratta-Lorton (1975) labels these home educational activities "workjobs." She has designed forty-three home workjobs, all created with common materials found in the home. Each workjob is simple enough in design so that the parents have no difficulty presenting it to the child. She suggests that four or five parents could make an

assortment of the activities and trade off regularly. One important idea that is stressed is patience. Give the child enough time and freedom to experiment with the activity. Guidance is preferred over instruction. By observation, the parent will be able to see which activities are too simple or too complicated for the child and where alterations are necessary.

It had been the hope of this researcher to implement many of the ideas and activities set forth by authors such as Karnes and Baratta-Lorton in this study with the Mabton Day Care parents. However, after the initial planning stage, the home educational activities component became the responsibility of the Mabton Migrant Day Care Center Educational Coordinator. No work has begun on this component to date and little interest has been shown on this part of the program although some of Baratta-Lorton's activities are used in the classrooms at the day care center.

Two other segments of the parental involvement program which, although not previously planned, were begun are the parent handbook and parental volunteer work on construction of the center playground. The parent handbook is a staff produced booklet given to all parents of enrolled students. The handbook contains all pertinent information such as daily schedule, meals, health and discipline policies, transportation, eligibility and registration.

Because of the working hours of the migrant farm workers and the day care center regualtions that the parents be working, this parental involvement program did not include an area of classroom volunteers or center participation with the children such as suggested by Miller and Wilmshurst (1975). The parents have gone to the center during the evening hours after work to prepare the land and set up the equipment.

Treatment of Data

The statistical analysis was completed by the Washington State University Computer Center. The program used was the Statistical Package for the Social Sciences.

The statistical analysis resulted in a general frequency distribution on each variable and an analysis of the differences between the first and second administration of the questionnaire for fathers and mothers. The data was designed in a contingency table.

Information obtained concerning age, sex and language dominance was treated as descriptive.

CHAPTER 4

RESULTS

The first and second administrations of the questionnaire showed a return rate of 82% and 78% respectfully. The questionnaire consisting of 32 questions was completed the first time by 40 mothers and 42 fathers and the second time by 38 mothers and 40 fathers.

Questions 1 through 4 dealt with bilingual education and all showed a move toward more acceptance of bilingual education. On the first and second questionnaires, the mothers agreed that bilingual education had a positive effect on their children by 45% and 56.4% respectively. Fathers strongly agreed by 28.6% and 38.5% respectively. The parents agreed that their children learn better when taught in Spanish first and English second. Their responses to the first and second questionnaires were 55.0% and 66.7% for mothers and 50.0% and 81.6% for fathers.

Although the parental agreement between mothers and fathers on the first questionnaire was high, there was a shift to even higher agreement on the second questionnaire. When presented with the statement "By attending the center, my child (children) has improved in his/her Spanish language development", the parents responded as shown in table 2. Both mothers and fathers showed an increase in agreement with the statement and a decrease in disagreement and indecision.

TABLE 2

Percentage of parents who responded to the statement: By attending the center, my child (children) has improved in his/her Spanish development.

Parents	n	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Fathers						
1st Questionnaire	42	23.8	50.0	19.0	4.8	2.4
2nd Questionnaire	38	39.5	52.6	5.3	2.6	0.0
Mothers						
1st Questionnaire	40	32.5	45.0	15.0	7.5	0.0
2nd Questionnaire	39	35.9	56.4	7.7	0.0	0.0

Note: n = number who responded to the statement.

Questions 5 through 9 dealt with parent-center communication and relationships. Both fathers and mothers showed a growth in agreement with the statement "I feel the center staff shows respect for me by coming to my home for an informal meeting." (Table 3) Both mothers and fathers showed the greatest increase in the strongly agree answer choice and the greatest decrease in the undecided answer choice. Neither fathers nor mothers showed any trend when asked if enough home visits were made by center staff and both groups showed a pronounced move towards indecision when asked to react to the statement "I feel that my child's (children's) teacher is competent in working with the children at the center."

Questions 10 through 15 dealt with parent attitudes about visiting the day care center and their own role with their children. When asked their feelings about parent/teacher meetings, there was a 13.3% increase in the number of mothers who strongly agreed that they felt comfortable discussing their children's progress with the teacher. The fathers concurred with a 9.4 increase. However, there was also an increased number of mothers and fathers who answered either undecided or disagree. When asked to respond to the statement "I feel that my child's (children's) primary source of education comes from the home rather than the center", the parents answered as shown in Table 4. As can be seen by the table, there was a trend toward more agreement with the statement. Also, the decrease in fathers who answered undecided suggests a stronger commitment to answer either in the positive or negative.

TABLE 3

Percentage of parents who responded to the statement: I feel the center staff shows respect for me by coming to my home for an informal meeting.

Parents	n	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Fathers						
1st Questionnaire	41	26.8	51.2	12.2	2.4	7.3
2nd Questionnaire	39	41.0	53.8	5.1	0.0	0.0
Mother						
1st Questionnaire	40	22.5	52.5	20.0	2.5	2.5
2nd Questionnaire	39	38.5	53.8	7.7	0.0	0.0

Note: n = number who responded to the statement.

TABLE 4

Percentage of parents who responded to the statement: I feel that my child's (children's) primary source of education comes from the home rather than the center.

Parents	n	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Fathers						
1st Questionnaire	40	5.0	25.0	17.5	42.5	10.0
2nd Questionnaire	38	10.5	42.1	10.5	36.8	0.0
Mother						
1st Questionnaire	38	7.9	23.7	13.2	47.4	7.9
2nd Questionnaire	38	18.4	28.9	18.4	23.7	10.5

Note: n = number who responded to the statement.

Questions 16 through 19 needed parental response in various areas of involvement as volunteers in the center. No great difference shown by either the mothers or fathers between the first and second questionnaires. The mothers tended to agree that they would be willing to work as classroom aides, bus aides, kitchen aides and field trip aides. The fathers only answered differently in one area - that of kitchen aides. On the two questionnaires, the fathers disagreed with the idea of working as kitchen aides by 35.9% and 39.5% respectively.

The next four questions, 20 through 23 asked parents why they have not been active in the center's activities. Both times, the majority of mothers and fathers agreed that they did not participate because they did not have the free time. (Table 5). The fathers showed an increase in strong agreement and agreement while the mothers showed an increase in strong agreement. Decreases were seen in the three other answer choices. The parents moved toward disagreement when asked if they did not participate because they had not been asked to participate. (Table 6). Mothers also showed a decrease in agreement.

Questions 24 through 28 asked the parents if approached, which parental activities they would participate in. The fathers increased their strong agreement to attend Parent Advisory Council meetings by 21.6% and their agreement with active membership by 22.4%. On both issues, there was a decrease in negative responses although not very great.

TABLE 5

Percentage of parents who responded to the statement: I have not been active in the center's activities because I do not have the free time.

Parents	n	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Fathers						
1st Questionnaire	39	23.1	59.0	7.7	10.3	0.0
2nd Questionnaire	38	28.9	63.2	5.3	2.6	0.0
Mothers						
1st Questionnaire	36	16.7	50.0	13.9	16.7	2.8
2nd Questionnaire	38	28.9	47.4	13.2	7.9	2.6

Note: n = number who responded to the statement.

TABLE 6

Percentage of parents who responded to the statement: I have not been active in the center's activities because I have not been asked to participate.

Parents	n	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Fathers						
1st Questionnaire	40	7.5	37.5	25.0	25.0	5.0
2nd Questionnaire	37	5.4	40.5	10.8	32.4	10.8
Mothers						
1st Questionnaire	39	15.4	38.5	17.9	23.1	5.1
2nd Questionnaire	38	7.9	31.6	18.4	31.6	10.5

Note: n = the number who responded to the statement.

The mothers had an increase of 16.6% in agreement to attend meetings and 15.1% in agreement to active membership. The decrease in negative response for the question of active membership was 14.4%.

The last section of the questionnaire was concerned with how much time the parents spent with their children in various activities. Of the four activities (singing, taking walks, playing with toys, and reading or telling stories), the activity in which the parents spend the least amount of time with their children is playing with toys. Only the mothers showed any increase. (8.8%). Fathers showed no increase in this activity but showed a greater increase than mothers in singing. (Table 7). Both groups showed only a slight increase in time spent reading or telling stories but showed a shift toward spending more time walking with their children. (Table 8).

Out of a total 32 questions, the mothers showed a positive shift in 17 questions and a drop in indecision for 16 questions. The fathers showed a positive shift and a drop in indecision for 21 questions.

TABLE 7

Percentage of parents who responded to the statement: I spend time with my child (children) in the following activity, singing.

Parents	n	Always	Often	Sometimes	Seldom	Never
Fathers						
1st Questionnaire	41	9.8	34.1	19.5	19.5	17.1
2nd Questionnaire	37	18.9	29.7	37.8	10.8	2.7
Mothers						
1st Questionnaire	38	15.8	34.2	26.3	10.5	13.2
2nd Questionnaire	38	10.5	34.2	44.7	5.3	5.3

Note: n = number who responded to the statement.

TABLE 8

Percentage of parents who responded to the statement: I spend time with my child (children) in the following activity, taking walks.

Parents	n	Always	Often	Sometimes	Seldom	Never
Fathers						
1st Questionnaire	42	11.9	23.8	47.6	7.1	9.5
2nd Questionnaire	37	21.6	35.1	37.8	5.4	0.0
Mothers						
1st Questionnaire	39	10.3	28.2	48.7	5.1	7.7
2nd Questionnaire	38	13.2	31.6	50.0	0.0	5.3

Note: n = number who responded to the statement.

CHAPTER 5

The results of the parental questionnaire shows a definite increase in parental attitudes towards bilingual/bicultural day care as well as an increase in the Mabton Migrant Day Care Center. The program of parental involvement also supports this finding.

In February, 1976, when this study was begun, the Parent Advisory Council consssisted of staff as well as parents. The officers were uninformed, uninvolved and inactive. There had been one fund raising event and $50.00 in the fund for the new school bus.

In July, 1976, when the study ended, the Parent Advisory Council was composed only of parents with staff serving as resource personnel. The new officers were enthusiastic, energetic, and concerned. The Council established bylaws, bilingual meetings, minutes and mailings, monthly bingo nights, a monthly newsletter and monthly fund raising social events.

Also in July, the Parent Advisory Council was able to pay a $750.00 down payment on a school bus for the center. It is projected that the parents will be able to pay the remaining $750.00 for the bus in September.

The results cited in the previous chapter show a definite increase in the parents' positive attitude toward bilingual/bicultural education. The Mabton Migrant Day Care Center runs a bilingual/

bicultural curriculum and a majority of the staff is bilingual. Most of the children are bused to and from the center and the parents have little contact with the teaching staff. Based on personal comments parents have made to the author and also based on the logistics of the bussing situation, it would appear that the parents draw their opinions about bilingual/bicultural education from their children. Parents have commented that their children now speak bilingually in a monolingual home environment. Parents, both monolingual in English and monolingual in Spanish, commented to the author personally, that they appreciate the fact that while their children are learning a new and second language, they are being reinforced to continue development in their home language.

Father participation which has always been claimed as the most difficult participation to promote, has increased even more than mother participation. The reasons why are still unknown but a few suppositions could be that the director of the center is male, that the director has always strived to hire male teaching staff and that the author made every attempt to deal with both parents rather than only the mother. The Parent Advisory Council is composed of five men and three women. The men often attend the meetings and even the bingo nights as the family representative even when their wives cannot attend. The fathers take part in all fund raising events, to the point where they were doing the cooking for the barbeque held in June, 1976.

The greatest amount of parental involvement is seen in the Parent Advisory Council. The Council has taken a new role in the Mabton Center, a role of strong, outspoken activity. This has come about through a slow, hard process of discussions, house meetings and general meetings. The Council has changed from a passive group who accepted unquestioningly anything the program and funding administrators decided, to an active group who question and challenge an administrative attitude which may not acknowledge the new partnership between home and school. This, in the author's opinion is the most satisfying part of the parental involvement program at the Mabton Migrant Day Care Center. The parents have, and now know they have, a voice in their children's educational system.

As seen in the previous chapter there was a strong tread towards more parental involvement, parent/center communication and parent/child activities. However, there were areas where weakness was seen. There was more indecision when asked about the teaching staff. Teaching staff at the Mabton Center has not made a committed move towards more positive parent/teacher communication. Teachers should make home visits, attend Parent Advisory Council meetings and be supportive of the parent activities, especially fund raising activities. Although this study has in the author's opinion proved to be successful, the question of how much more parental involvement there may have been if this program had total staff support and commitment will remain unanswered until a study on this subject is established.

Gordon (1968) states that short term programs and studies are inadequate and that a five year program is needed to show any definite and valid results. He also states that more research and evaluation are necessary. The author concurs with Gordon and feels that if the Mabton parental involvement program were to continue, involvement would continue to increase.

It is the author's contention that this study proves that parental involvement in bilingual/bicultural day care is not only possible but can be a vital and successful component for any program. Not only can parents contribute their time and energy to the day care and take a more active role in their children's education, but they can also give themselves a feeling of importance and accomplishment. These are two values that migrant parents are not always able to attain. Through parental involvement, parents can also learn more about the educational system complete with its attributes and problems. One parent, in a note written on her questionnaire highlights this statement:

El Centro ha sido una ayuda muy grande para mi y tambien para los ninos. Siento que han aprendido muchisimo y creo que hasta saben mas de lo que yo sabia cuando empese la escuela. Tambien siento que si no fuera sido por el centro no hubiera podido trabajar, bueno, tal vez si, pero seria muy duro para los ninos andar en el sol y quizas a veces pasarian hambres y dolores de cabeza y pues yo siento que el centro ha

sido como una segunda madre para ellos.

TRANSLATION

The center has been a very great help for me and also for the children. I feel that they have greatly learned and I believe that they already know more than I knew when I started school. I also feel that if it hadn't been for the center, I would not have been able to work, well maybe yes, but it would have been difficult for the children being in the sun and maybe at times going hungry and getting headaches but I feel the center has been like a second mother for them.

It has been shown that migrant parental involvement is not an impossibility but that it does take a great deal of dedication, commitment and hard work. If parental involvement is to become a reality in other migrant programs, it must be realized that although one person may be assigned to the position, one person alone cannot bring about involvement to any great degree. All staff must be committed and work towards the goal of parental involvement.

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APPENDIX 1

PARENT QUESTIONNAIRE USED FOR THE DATA COLLECTION

1. I think that Bilingual Education has had a positive effect on my child (children).

   Creo que la Educacion Bilingue ha tenido un efecto positive en mi(s) hijo(s).

Strongly Agree / Completamente de Acuerdo	Agree / De Acuerdo	Undecided / Indeciso	Disagree / En opocision	Strongly Disagree / Totalmente en opocision

2. By attending the center, my child (children) has improved in his/her Spanish language development.

   Por asistir al centro, mi(s) hijos(s) ha(n) mejorado en su desarollo del idioma espanol.

Strongly Agree / Completament de Acuerdo	Agree / De Acuerdo	Undecided / Indeciso	Disagree / En opocision	Strongly Disagree / Totalmente en opocision

3. By attending the center, my child (children) has improved in his/her English language development.

   Por asistir al centro, mi(s) hijo(s) ha(n) mejorado en su desarrolo del idioma ingles.

Strongly Agree / Completamente de Acuerdo	Agree / De Acuerdo	Undecided / Indeciso	Disagree / En opocision	Strongly Disagree / Totalmente en opocision

4. My child (children) is better able to learn the lessons taught when they are taught first in Spanish and then in English.

   Mi(s) hijo(s) aprobecha(n) mas las lecciones cuando se ensenan primero en espanol y luego en ingles.

Strongly Agree / Completamente de Acuerdo	Agree / De Acuerdo	Undecided / Indeciso	Disagree / En opocision	Strongly Disagree / Totalmente en opocision

5. The center provides a warm positive environment for my child (children) where his/her basic needs are met.

El centro proporciona un ambiente convival para mi(s) hijo(s) en donde sus necesidades basicas han sido alcansadas.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
/	/	/	/	/
Completamente en Acuerdo	De Acuerdo	Indeciso	En opocision	Totalmente en opocision

6. I feel the center staff shows respect for me by coming to my home for an informal meeting.

Presiento que el personal del centro me respecta al venir a mi hogar para reuniones informales.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
/	/	/	/	/
Completamente en Acuerdo	De Acuerdo	Indeciso	En opocision	Totalmente en opocision

7. Not enough home visits have been made by center staff.

Las visitas por el persoanl del centro a mi hogar han sido escasas.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
/	/	/	/	/
Completamente en Acuerdo	De Acuerdo	Indeciso	En opocision	Totalmente en opocision

8. I feel the center keeps my child (children) for too long a period of time.

Presiento que el periodo de tiempo que mi(s) hijo(s) pasa(n) en el centro es demasiado largo.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
/	/	/	/	/
Completamente en Acuerdo	De Acuerdo	Indeciso	En opocision	Totalmente en opocision

9. I feel that my child's (children's) teacher is competent in working with the children at the center.

Creo que el maestro de mi(s) hijo(s) es habil en el desempeno de su trabajo con los ninos del centro.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
/	/	/	/	/
Completamente en Acuerdo	De Acuerdo	Indeciso	En opocision	Totalmente en opocision

10. I feel comfortable discussing my child's (children's) progress with his/her teacher.

Me siento a gusto discutiendo el progreso de mi(s) hijo(s) con su maestro.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
/	/	/	/	/
Completamente en Acuerdo	De Acuerdo	Indeciso	En opocision	Totalmente en opocision

11. I feel comfortable visiting my child's (children's) school.

Me siento a gusto visitando la escuela de mi(s) hijo(s).

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
/	/	/	/	/
Completamente en Acuerdo	De Acuerdo	Indeciso	En opocision	Totalmente en opocision

12. I am an important part of my child's (children's) education.

Soy un aspecto muy importante en la educacion de mi(s) hijo(s).

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
/	/	/	/	/
Completamente en Acuerdo	De Acuerdo	Indeciso	En opocision	Totalmente en opocision

13. I feel I should devote more time to my child (children).

Presiento que deberia otorgarle(s) mas tiempo a mi(s) hijo(s).

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
/	/	/	/	/
Completamente en Acuerdo	De Acuerdo	Indeciso	En opocision	Totalmente en opocision

14. I feel that my child's (children's) primary source of education comes from the home rather than the center.

Creo que la fuente prima de la educacion de mi(s) hijo(s) viene del hogar y no del centro.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
/	/	/	/	/
Completamente de Acuerdo	De Acuerdo	Indeciso	En opocision	Totalmente en opocision

15. I feel that my child's (children's) primary source of education comes from the center rather than from the home.

Creo que la fuente prima de la educacion de mi(s) hijo(s) viene del centro y no del hogar.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
/	/	/	/	/
Completamente de Acuerdo	De Acuerdo	Indeciso	En opocision	Totalmente en opocision

If asked, I would participate more actively in the activities concerned in the center:

Si se me pidiera, participaria mas activamente en las actividades del centro:

16. As a classroom aide.

Como un(a) asistenta en el clase.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
/	/	/	/	/
Completamente de Acuerdo	De Acerdo	Indeciso	En opocision	Totalmente en opocision

17. As a bus aide.

Como un(a) asistente en el autobus.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
/	/	/	/	/
Completamente de Acuerdo	De Acuerdo	Indeciso	En opocision	Totalmente en opocision

18. As a kitchen aide.

Como un(a) asistente en la cocina.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
/	/	/	/	/
Completamente de Acuerdo	De Acuerdo	Indeciso	En opocision	Totalmente en opocision

19. As a helping adult on a field trip.

Como un(a) asistente en una excursion.

Strongly Agree / Completamente de Acuerdo	Agree / De Acuerdo	Undecided / Indeciso	Disagree / En opocision	Strongly Disagree / Totalmente en opocision

I have not been active in the center's activities:

No he sido activo(a) en las actividades del centro:

20. Because I have not been asked to participate.

Porque no se me has pedido que participara.

Strongly Agree / Completamente de Acuerdo	Agree / De Acuerdo	Undecided / Indeciso	Disagree / En opocision	Strongly Disagree / Totalmente en opocision

21. Because I feel I do not have enough education.

Porque presiento que no tengo suficiente educacion.

Strongly Agree / Completamente de Acuerdo	Agree / De Acuerdo	Undecided / Indeciso	Disagree / En opocision	Strongly Disagree / Totalmente en opocision

22. Because I feel unwelcome and/or uncomfortable when I approach the center.

Porque no me siento bienvenido(a) y/o inagusto(a) al llegar al centro.

Strongly Agree / Completamente de Acuerdo	Agree / De Acuerdo	Undecided / Indeciso	Disagree / En opocision	Strongly Disagree / Totalmente en opocision

23. Because I do not have the free time.

Porque no tengo el tiempo libre.

Strongly Agree / Completamente de Acuerdo	Agree / De Acuerdo	Undecided / Indeciso	Disagree / En opocision	Strongly Disagree / Totalmente en opocision

If approached I would be willing to:

Si se me pidiera, estaria dispuesto(a) a:

24. Be an active member of the Parent Advisory Council.

Ser miembro activo del Concilio Consejero de Padres.

Strongly Agree / Completamente de Acuerdo	Agree / De Acuerdo	Undecided / Indeciso	Disagree / En opocision	Strongly Disagree / Totalmente en opocision

25. Take an active role in fund raising activities.

Participar activamente en actividades destinadoas a sacar contibuciones.

Strongly Agree / Completamente de Acuerdo	Agree / De Acuerdo	Undecided / Indeciso	Disagree / En opocision	Strongly Disagree / Totalmente en opocision

26. Contribute to and help organize a monthly newsletter.

Constriguir a, y aydar en la organizacion de un periodio mensual.

Strongly Agree / Completamente de Acuerdo	Agree / De Acuerdo	Undecided / Indeciso	Disagree / En opocision	Strongly Disagree / Totalmente en opocision

27. Attend Parent Advisory Council meetings.

Asistir a las juntas del Concilio Consejero de Padres.

Strongly Agree / Completamente de Acuerdo	Agree / De Acuerdo	Undecided / Indeciso	Disagree / En opocision	Strongly Disagree / Totalmente en opocision

28. If invited, I would attend a parent's workshop (for example: workshops on such topics as a) child rearing, b) parent/child relations, c) parent/staff communications.)

Si fuera invitado(a) asistiria a una sesion educacional para padres de familia (por ejemplo: sesiones educacionales en los siguientes temas, 1) la crianza de los ninos, b) relaciones entre padres e hijos, c) comunicacion entre padres y el personal).

Strongly Agree / Completamente de Acuerdo	Agree / De Acuerdo	Undecided / Indeciso	Disagree / En opocision	Strongly Disagree / Totalmente en opocision

I spend time with my child (children) in the following activities:
Comparto las siguientes actividades con mi(s) hijo(s):

29. Reading books and/or telling stories.
Leyendo libros y/o contando historias.

Always / Siempre	Often / Seguido	Sometimes / Algunas Veces	Seldom / Casi Nunca	Never / Nunca

30. Taking walks.
Caminando.

Always / Siempre	Often / Seguido	Sometimes / Algunas Veces	Seldom / Casi Nunca	Never / Nunca

31. Singing.
Cantando.

Always / Siempre	Often / Seguido	Sometimes / Algunas Veces	Seldom / Casi Nunca	Never / Nunca

32. Playing with toys
(blocks, dolls, coloring books, trucks, etc.)
Jugando con jugutes
(cubitos, munecas, libros para colorear, caminoes, etc.)

Always / Siempre	Often / Seguido	Sometimes / Algunas Veces	Seldom / Casi Nunca	Never / Nunca

APPENDIX 2

QUESTIONNAIRE HANDLER IDENTIFICATION CARD

Dear Parent:

This is to inform you that the person carrying this card has the permission of the Director of the Mabton Migrant Day Care Center to ask you to please fill out this questionnaire.

****

Estimado Padré:

Esta tarjeta es para informarle que la persona que tiene esta tarjeta tiene el permiso del Director de la Guardia de Ninos Migrantes de Mabton para preguntarle que por favor llena este cuestionario.

_____

Signed

APPENDIX 3

MABTON MIGRANT DAY CARE CENTER

PARENT ADVISORY COUNCIL

MINUTES

July 7, 1976

The meeting was called to order by Mr. Reyes at 7:05 p.m.

Mr. Reyes said that the barbeque was a success. We now have our bus. We have $118.00 in the bank and that will be used as part of the $750.00 we still owe on the bus. The bus is in our name now and when paid in full, we will put the bus in the name of the center.

We will have a tamale sale on July 24th and 25th. People can order in advance by telephone by calling Marcia de Avila at 894-4850. We have almost enough money to buy meat for the tamales but what we really need is the help from the families in the PAC. Everyone agreed that we sell tamales in Sunnyside, Grandview and Mabton. The members approved the idea that we make the tamales on Saturday, July 24th at 12:00 noon and sell them on Sunday, July 25th. It was suggested that the fathers sell the tamales and that the price be $2.50/dozen.

On August 15th we will have a dance. There was some discussion but it was decided that we would discuss it further at our next meeting.

The bus was parked across the street and everyone was invited to see it.

Mr. Alfredo de Avila of Migrant Education passed out copies of the Migrant Education Parent Bulletin. He explained about the Bulletin and the accident insurance policy that Migrant Education has for all children enrolled in Migrant programs. Mr. de Avila showed us the plans for the center playground. He said that we need some help from the parents to fix the playground and equipment.

Mr. Tito Moreno, Title I Migrant Education PAC Consultant spoke to us about a grievance policy. He gave Mrs. de Avila some complaint forms. If we have a complaint, Mrs. de Avila will help us fill out the forms. Mr. Moreno also donated 10 trees for the playground. Some of the parents volunteered to come to the center over the weekend to do some work in the playground.

Mr. Reyes explained the new PAC by-laws to the parents. A copy will be given to all parents. The by-laws were approved and accepted.

Mr. Reyes announced that the next Bingo night is Wednesday, July 21st and the next PAC meeting is Wednesday, August 4th. He also asked the parents to not send sick children to the center and when they move to give their new addresses at the center office.

The meeting was adjourned at 8:10 p.m.

Mrs. Claudett Colgrove
Secretary

APPENDIX 4

Example of the Parent Newsletter

Las Nuevas del Centro

PAC ELECTIONS

Elections for new officers for the Parent Advisory Council will take place on Wednesday, May 12th at 7:00 p.m. at the center. Being a part of the PAC means having a say in the education of your children. Anyone interested in running for a position should come. Please come and add your voice to those of other interested and concerned parents. The potions available are:

President
Vice President
Secretary
Treasurer
8 Council Members

ELECCIONES DEL PAC

Elecciones de los oficiales del Concilio Consejero de Padres seran el Miercoles, 12 de Mayo, 1976 en el centro. Si usted esta intereso en tomar una de las posiciones de la mesa directiva venga a la junta. Las posiciones de la mesa directiva son:

Presidente
Vice Presidente
Secretario
Tesorero
8 Miembros de la mesa directiva

Siendo una parte del PAC de la mesa directiva una voz en la educacion de su nino. Venga y junta su voz con las de otros padres interesados.

BINGO!

On Wednesday, April 7th the PAC held its first Bingo night which proved to be a big success. Although not everyone left with a prize they all had a good time. Everyone agrees that the Bingo night should become a regular event. We raised $55.00 for the bus fund. Congratulations to the PAC members for an enjoyable evening and a successful fund raising event.

BINGO!

El Miercoles, 7 Abril el PAC tuvo su primer noche de Bingo que fue un gran exito. Aunque todos no salgan con premios, todos se divertieron. Todos estan de acuerdo que la noche de Bingo debe de ser un suceso regular. Fundemos $55.00 en esta noche para el fondo del autobus. Congratulaciones a los miembros del PAC por una noche gozable y un function de fondos con mucho exito.

IMMUNIZATIONS

Our health plan for the children here at the center includes an immunization program. As children are enrolled, a medical history form is completed. This form has a section where all immunizations are recorded. If, according to the medical history form, a child needs more immunizations the staff takes him to the Mabton Clinic. In this way the children will receive the full series of shots. All these shots are important to the child's health.

Many parents are already taking their children for the immunizations you can go either to your family doctor or to any public health clinic the service is free.

If you are taking your child for the immunizations please let us know so we know not to take him to the clinic here. This is very serious because a child can have a painful reaction if given two injections. Please help us to help your child.

VACUNACIONES

Nuestro plan medico para los ninos aqui en el centro incluye un programa de vacunaciones. Cuando una familia apunta una aplicacion, la forma de historia medica es apuntada. Esta forma tiene un seccion dondo recorda todas las vacunas. Si dice en este seccion que el nino necesita mas vacunas, las maestras van a la Clinica Mabton con el nino para las vacunas. En este modo, los ninos reciben todas la serie de vacunaciones. Todas vacunaciones son muy importante para la salud de los ninos.

Hay muchos padres que ya van con su ninos a unas de la clinicas o doctores para las vacunaciones. Si deseo llevar su ninos usted mismo para las vacunas, puede ir a su doctor o a una de las clinicas de salud publica donde el servicio es gratis.

Si usted lleva su nino para las vacunas favor de decirnos para no mandalo del centro a la Clinica de Mabton. Esto es muy serio porque un nino puede tener un reaccion adolorida si leponen las mismas vacunas dos veces. Favor de ayudanos ayudar sus ninos.

VISITORS

On April 8th four Child Development students from Washington State University visited our center. They spent the day visiting the classrooms and talking with the children, as well as staff. They ate lunch in the classrooms and went outside with the children. After they went back to Pullman,

VISITANTES

El dia 8 de Abril cuatro estudiantes del Programa de "Desarroyo de ninos" visitaron nuestro centro. Pasaron el dia visitando las clases y platicando con los ninos y maestras. Comieron en los salones y fueron afuera con los ninos. Despues que se regresaron para Pullman,

they sent us a thank-you card saying how much they enjoyed the visit. We are very pleased to have had them as our guests here at the center and extend an open invitation to all parents and interested individuals to visit our classrooms.

nos mandaron una carta de apre-cimiento. Nos dio mucho gusto averlos tenido aqui con nosotros y queremos extenderles una gran invitacion a todos los padres y otras personas interesadas a visitarnos aqui en el centro.